

MANAGING GLOBALIZATION IN EMERGING ECONOMIES

BUSI 4717 A

Fall 2024

(IN PERSON Course)

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Office:	Nicol Bldg (TBA)
Office Hours:	Tuesdays @ 1:00-2:00pm. Appointment bookings will be on a first come first served basis. Email-based queries are also welcome.
TA:	TBA
TA's Office Hours:	TBA
TA's Email:	TBA
Modality:	In-Person (meeting once weekly on scheduled days/times in assigned classroom)
Class Days and Times:	Tuesdays @ 2:35 – 5:25 pm

PREREQUISITES

Fourth year standing in B.Com, BIB, or Minor in Business; ECON 1001 and ECON 1002 (or ECON 1000).

Precludes additional credit for BUSI 4902 (no longer offered).

UNDERGRADUATE CALENDAR COURSE DESCRIPTION

Critical examination of the managerial and institutional issues of globalization from the perspectives of emerging economies. Indigenous and international institutions' role in the evolution of a competitive and inclusive global economy and society. Discerning lessons of experience for newly globalizing societies.

DROP COURSE POLICY

The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

- (a) Describe and critically explain the unique features of emerging economies, including: similarities and distinctions among emerging economies, their dynamics and evolution, growing significance and interdependence within the context of the global economy, the opportunities and challenges faced by domestic and foreign businesses in (and from) such economies, how emerging economies have endeavoured to manage globalization in its various manifestations, and how these experiences can serve as useful lessons for multinational corporations/enterprises (MNCs/MNEs), public policy makers and civil society from emerging economies and other societies as well.
- (b) Show a familiarity with various tools/techniques of data collection, analysis and report compilation and presentation as well as on how to effectively utilize publicly accessible and proprietary sources of emerging economy information/data.
- (c) Demonstrate that they can critically analyze/assess the unique, complex and dynamic environments of emerging markets in the context of the emerging global economy (that has been re-shaped by the COVID-19 Pandemic and geopolitical tensions, conflicts and

trade wars) by specifically identifying, prioritizing, and addressing the opportunities and challenges/threats faced by MNEs/MNCs from emerging economies (venturing into global markets) and those from outside the emerging economies entering the emerging markets around the world.

- (d) Demonstrate that they can formulate a coherent and effective strategic plan for a group-based project of a chosen MNC.
- (e) Demonstrate that they are individually adept and capable of designing, researching, and presenting a scholarly written essay on an emerging economy topic/subject matter.
- (f) Discuss how MNCs/MNEs go about building and developing international relationships and corporate strategic alliances.
- (g) Articulate how the rest of the world engages with emerging economies with a particular focus on how Canada engages itself with emerging economies.
- (h) Communicate effectively – orally and in written form; including the writing of professional correspondence and project reports, oral presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtual based platforms.
- (i) Work harmoniously with their peers from diverse backgrounds.
- (j) Demonstrate a clear understanding and acquisition of effective individual and teamwork (leadership) skills necessary in today's and in the post-COVID-19 Pandemic academic and work/career environments.

COURSE DESCRIPTION AND OBJECTIVES

The overarching goal of this course is to critically examine/explore the managerial and institutional issues of contemporary globalization from the perspectives of emerging economies. It will focus on the role of indigenous, domestic, and international institutions in the evolution of a competitive and inclusive global economy and society. It will also discern lessons of experience for newly globalizing societies. Specifically, the course aims to provide students with:

- (a) A clear and critical understanding of the significance and implications of globalization and regionalism for emerging economies and how these two phenomena are being understood and grappled with in the context of the current geopolitical tensions and conflicts.

- (b) An appreciation of the utility, value and significance of multiple perspectives and paradigms in the study of emerging economies in the context of contemporary globalization and regionalism. A special focus on global indigenous knowledge systems will be covered.
- (c) A framework for analyzing and assessing the unique business environments of the range of emerging economies around the world.
- (d) The main theories of international trade and investment as they pertain to emerging economies and an articulation of the contemporary aspects/issues that investors capitalize on and/or contend with when doing business in/with emerging economies.
- (e) The opportunity to critically examine how emerging countries, governments, civil society, and business enterprises are contending with the rapidly changing and emerging global business environment that has been and is being transformed/re-shaped by the forces unleashed by the global COVID-19 Pandemic, re-invigoration of social justice movements, and geopolitical tensions, conflicts and trade wars.
- (f) The skill set necessary for: (i) data collection, analysis and reporting and presentation, (ii) the formulation of business strategies and operational plans consistent with the realities of the challenges and opportunities obtaining in extant, disparate emerging economies/markets, and (iii) effective/productive teamwork and collaborative research and learning.
- (g) An opportunity for a hands-on experience through a group project on emerging economy assessment and corporate strategy formulation and presentation.
- (h) A prospect to hone individual-oriented research skills for the design, preparation and presentation of a written essay based on a topic about a situation in emerging economy as chosen by the student and approved by the instructor.
- (i) The necessary communication skills set – oral and written forms; including the writing of professional correspondence and project reports, oral (online and in -person) presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtually based platforms.
- (j) A solid foundation and knowledge that are necessary to prepare the students for more advanced study and career prospects.

READINGS/TEXTBOOK AND OTHER RESOURCES

The following textbook (e-book) is required for this course:

Cavusgil, S.T., P.N. Ghauri, and L. A. Liu (2021) Doing Business in Emerging Markets, 3rd, ed. SAGE Publications Ltd

In addition to the textbook, key/required readings detailed below are assigned from other sources (e.g., periodicals, video/podcasts, etc.) as deemed appropriate. Required course readings (i.e., textbooks and periodicals, etc.) will also be accessible via **Ares** (library reserve facility). Pre-recorded videos and podcasts will be provided on **Brightspace**.

Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to emerging economies. Interesting pieces will be posted on Brightspace (Discussion Forum) for students to engage with. For technology requirements please refer to the specific section below.

EDUCATIONAL TECHNOLOGY REQUIREMENTS

While all the lectures will be delivered in-person/in-class by the instructor the course will require the student to have access to some basic technology. The primary platforms for the course will be Brightspace and MyCarletonOne. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, Zoom, Discord, etc.) for their individual and group-based activities as well as in interactions with the instructor outside the classroom. As such, students will need access to: (a) laptop/desktop/mobile device with reliable, high-speed connection to the internet plus audio/visual accessories or in-built webcam, microphone, speakers, etc.; and (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:

- (a) access, upload & download course material posted on Brightspace.
- (b) answer quizzes on Brightspace.
- (c) watch and listen to pre-recorded videos/podcasts.
- (d) take Brightspace-hosted online tests and exams.
- (e) utilize other Brightspace functionalities.
- (f) receive and send emails to the instructor and fellow classmates.
- (g) conduct individual and group research.

- (h) compose, prepare and post reports (for individual and group-based assignments); and,
- (i) prepare and make online presentations.

ASSESSMENT

(1)	Course Engagement (10% class attendance)	15 %
(2)	Individual Essay Assignment (Written in Word doc format)	10 %
(3)	Quizzes (on Brightspace)	5%
(4)	Final Examination (University scheduled In-Person, Digital)	30 %
(5)	Term Group Project:	
	(i) Phase 1: Project & Topic Selection	5%
	(ii) Phase 2: Data Collection and Preliminary Analysis	10%
	(iii) Phase 3: Group Online Oral Presentation	10%
	(iv) Phase 4: Final Report	15%
	Total	100%

NOTE:

- (1) Satisfactory in-term performance:
 - (a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).
 - (b) Students must participate and receive a mark (above zero) in each of the above five evaluation components in order to receive a passing grade.

COURSE STRUCTURE, DELIVERY AND EXPECTATIONS

This course will be delivered in an in-person modality. Meeting on campus in an assigned classroom on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format whereby classes will be delivered/held in person. For other course activities, including consultations with the instructor, group work, individual assignments and final exam please see below and in detailed guidelines posted on BrightSpace.

In addition to in-class lectures, students are expected to engage critically and effectively with the assigned videos/podcasts, textbook material, lecture notes and journal articles, semester-long group-based project, completion of individual essay assignment, and the taking of a scheduled written final examination at the end of the semester. In short, this course will be structured around five (5) broad activities:

(a) Course Engagement (Mandatory Class Attendance)

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions, quizzes, surveys, and final exam). As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. The use of discussion forums on Brightspace will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that in-person class attendance (taken in class) for the whole duration of each lecture meeting is mandatory for every student throughout the semester. Thus, 10% (out of the allocated 15%) of the course marks will be assigned to class attendance.

(b) Critical Watching, Listening of Videos, Podcasts and Readings & Accompanying Quizzes

Students will critically watch/listen videos and podcasts as well as critically read and examine readings (including textbook chapters, lecture notes/slides, journal articles, etc.) as assigned for each session. Details of the videos and podcasts will be listed and posted on Brightspace separately from this course outline. Additionally, to encourage students to engage with the assigned material, each course participant will: (i) take a total of **Five (5)** scheduled **quizzes** of their choice (out of 10 scheduled quizzes).

(c) Individual Essay Assignment

Each student will research and submit a short (6 page), original written paper on a topic to be chosen by a student. Students are free to select or modify any of the suggested topics provided by the instructor or propose to the instructor alternate topics that are relevant to and consistent with the objectives and themes of this course. **Selection of topics must be made by the third session of the semester.** All carefully proof-read essays must be submitted in digital format (Microsoft Word) on **November 5th, 2024**. A marking rubric will be provided in advance and posted on Brightspace.

Essays submitted past the due date will receive a penalty of 5% per day. Assignments that are not submitted after 10 days past the due date will receive a grade of 0. Exceptions to this include verifiable illness and emergencies, only when communicated directly to the instructor within three (3) business days following the due date. If you wish to defer the essay assignment, please reach out directly to the instructor to discuss.

(d) Final Exam

Students will be required to sit a written **formal digital, in-person final examination** as scheduled and subsequently administered by the University Examination Services. Minimum technology requirements for the final exam includes a digital device (hardware such as a laptop

computer or tablet) equipped with requisite software (i.e., operating system, internet browser, word processor, etc.) with which the student will have access to the internet and be able to access the exam package (on Brightspace), write exam responses and upload their written exam on Brightspace as well as access their notes as permitted by the Instructor, etc.

Deferred Examinations:

If you wish to **defer a Formal Final Exam**, you – the student – must reach out to the registrar’s office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval. Your final exam will be formally scheduled. If you miss the deadline for applying for a deferral, please reach out to your instructor personally to discuss. For more information or to apply for a deferral visit:

<https://carleton.ca/registrar/deferral/>

(e) Term Group Project

Course participants will be required to take part in a group-based project. Groups will be formed during the first and second sessions of the semester. Each group will prepare a written report for each phase of the four phases of the project. Moreover, each group will also participate in an oral presentation of their term project on a scheduled date Phase 3). Digital copies of group reports (for each phase) are to be uploaded/submitted on Brightspace on the assigned/specified due dates.

There will be two types of group-based term projects to choose from:

(i) One half the class will undertake projects that involve the in-depth assessment of an emerging economy and the formulation of a future-oriented, actionable strategic plan for an MNC/MNE planning to enter the chosen emerging economy (aka **Type A Projects**) bearing in mind the main opportunities and risks the chosen MNC/MNE may face in the emerging

economy as well as the key strengths and weaknesses of the MNC/MNE and the various sources of its strengths and weaknesses. In short, based on such analysis, each student group will develop a concrete future-oriented strategic plan on how the chosen MNC/MNE, and its home country can address their shortcomings so that the MNC/MNE can capitalize on its strengths and home-based advantages to compete and succeed in the chosen emerging economy and globally.

(ii) The second half of the class will undertake projects that entail the in-depth assessment of a market/economy (anywhere in the world) and the formulation of a strategic plan for an MNC/MNE from an emerging economy that is considering/planning to enter the chosen economy (aka **Type B Projects**). Specifically, Type B projects will involve an in-depth analysis of: (a) the potential host country (anywhere in the world) to determine opportunities and threats obtaining in the chosen economy), (b) the main strengths and weaknesses of a multinational corporation (MNC/MNE) from an emerging economy and the key advantages and disadvantages it derives from its home country in light of global opportunities and threats, and (c) formulation of a concrete future-oriented, actionable strategic plan on how the chosen MNC/MNE from an emerging economy and its home country can address their shortcomings so that the MNC/MNE can capitalize on its strengths and home-based advantages to compete and succeed globally.

To reiterate, the group assignment (i.e., for both types of projects) will be undertaken in four phases/stages whose detailed requirements are specified in a set of guidelines and marking rubrics provided separately on Brightspace.

The instructor will be available for online (Zoom) consultation with individual project teams on as needed basis. On average each session will be one hour long (Every Wednesdays @ 3:00-4:00pm). Group appointment bookings will be on a first come first served basis.

Group project reports submitted past the due date will receive a penalty of 5% per day. Reports that are not submitted after 10 days past the due date will receive a grade of 0. Exceptions to

this include verifiable illness and emergencies, only when communicated directly to the instructor within three (3) business days following the due date. If you wish to defer the assignment, please reach out directly to the instructor to discuss.

A **Library Workshop Session** (Conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **September 24th, 2024**. This workshop is crucial in familiarizing students (and the instructor) with current resources that are crucial for individual and grouped-based assignments as well as on the ethics of academic and professional work.

BUSI 4717 A – Fall 2024 (In-Person) – Lecture Schedule, Course Topics, Key Readings, Essay and Project Due Dates

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	Tuesday September 10 th , 2024	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Introductions and Course Overview • Understanding Emerging Economies in an Era of Globalization & Regionalism 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 1: Emerging Markets – Setting the Stage • Chapter 2: What is an Emerging Market? <p>Enderwick & Buckley (2020); Hirakawa & Aung (2011); Moahi (2007); Roberts, Kayande & Srivastava (2015)</p> <ul style="list-style-type: none"> • Videos/Podcasts <ul style="list-style-type: none"> • Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) “Decolonization is for Everyone: Identity Formation in the Canadian Context,” Carleton University Indigenous Collaborative Learning Bundles. • Project Groups formation, Project Selection and selection of individual assignment topic. • Instructor Lecture Notes/Guidelines



2	Tuesday September 17 th , 2024	2:35 – 5:25 pm	Political, Legal and Socio-Cultural Frameworks in Emerging Markets	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> Chapter 3: Pathways to Economic Transformation: Common Characteristics of Emerging Economies Champ & Attaran (2002); Chen (2017); Chung & Beamish (2005); Dahles (2007); Marinova & Raven (2006); Ocholla (2007); Rohlfer & Zhang (2016); Tantawi, et al (2023). Project Groups formation, Project Selection and selection of individual assignment topic continued Videos/Podcasts Instructor Lecture Notes/Guidelines
3	Tuesday September 24 th , 2024	2:35 - 5:25 pm	Library Workshop Session	<p>Mr. Matthew Gertler (Business and Government Information Librarian)</p> <p>Henisz & Zelner (2010); Hosseini, et al (2023); Khanna, et al (2005); Tsui (2004).</p> <ul style="list-style-type: none"> Videos/Podcasts McComber, Alex and Amelia McGregor (2021) "Ethics of Research with Indigenous Peoples", Carleton University Collaborative Indigenous Learning Bundles Instructor Lecture Notes/Guidelines Individual Essay topic selection

4	Tuesday, October 1 st , 2024	2:35 - 5:25 pm	Economic and Financial Environments in Emerging Economies	<p>Banalieva & Sarathy (2010); Das (2010); Didier & Schmukler (2014); Gelos, & Roldo's (2004); Okyere-Kwakye & Md Nor (2021).</p> <ul style="list-style-type: none"> • Term Project: Phase #1 due • Videos/Podcasts • Instructor Lecture Notes/Guidelines
5	Monday October 8 th , 2024	2:35 - 5:25 pm	Technology, Ecological Environment, Ethics and CSR in Emerging Markets	<p>Cooke & Xiao (2021); Doh, Littell, & Quigley (2015); Jayanti & Gowda (2014); Johnston (2000), Marinova & Raven (2006); Zurba & Bullock (2020).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
6	Tuesday October 15 th , 2024	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Operational and Strategic Considerations in and for Emerging Markets 	<p>Cavusgil, Ghauri & Liu (2021):</p> <ul style="list-style-type: none"> • Chapter 4: What Makes Emerging Markets Attractive • Chapter 5: Assessing the Market Potential for Emerging Markets <p>Ahlstrom et al (2020); Ahmed (2013); Doh et al (2017). Pels & Sheth (2017); Prahalad & Hammond (2002); Xu & Meyer (2013).</p> <ul style="list-style-type: none"> • Videos/Podcasts <p>Instructor Lecture Notes/Guidelines</p>
October 21st, – 26th, 2024 Fall Break – Classes Suspended				

7	Tuesday October 29 th , 2024	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Global Marketing, Supply Chains and Logistics 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 6: Managing Operations in Emerging Markets • Chapter 7: The Negotiation and Conflict Management in Emerging Markets <p>Cortez & Johnston (2018); Dadzie et al (2023); Gligor & Holcomb (2012); Khan et al (2023); Paul (2020); Sheth & Uslay (2023); Sheth (2011).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines <p>Term Project: Phase #2 due</p>
8	Tuesday November 5 th , 2024	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Global Talent Management & Emerging Trends and Implications for Emerging Economies 	<p>Individual Essays are due.</p> <p>Ahammad et al (2018); Böhmer & Schinnenburg (2016); Chebbi et al (2017); Cooke et al (2014); Latukha (2018).</p>

9	Tuesday November 12 th , 2024	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Leveraging Globalization • Relationship Building and Development: Fruitful Cooperation with and Among Emerging Economies • Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict 	<p>Cavusgil, Ghauri & Liu (2021):</p> <ul style="list-style-type: none"> • Chapter 8: Bright – if Uneven – Future for Emerging Markets. <p>Ang & Michailova (2008); Berkes & Adhikari (2006); Greenspon, & Lynch, (2018); Hartungi, R. (2006); He et al (2008); Muhr (2016).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
10	Tuesday November 19 th , 2024	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams	<p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
11	Tuesday November 26 th , 2024	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams.	<ul style="list-style-type: none"> • Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins. • Term Project - Final reports (Phase 4; soft copy) for Session 10 group presentations are due. • Videos/Podcasts • Instructor Lecture Notes/Guidelines
12	Tuesday December 3 rd , 2024	2:35 - 5:25 pm	<p>Group Presentations (Phase 3) for assigned teams.</p> <p>Course Wrap Up</p>	<ul style="list-style-type: none"> • Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins. • Term Project - Final reports (Phase 4; soft copy) for Session 11 group presentations are due. • Videos/Podcasts • Instructor Lecture Notes/Guidelines

Session Coverage/Focus & Required Course Readings

Session 1: Introductions, Course Overview & Emerging Economies in an era of Globalization

Session Coverage/Focus

1.1 Introductions and Course Overview

- Course participants introduction
- Course introduction and overview

1.2 Understanding Emerging Economies in an Era of Globalization & Regionalism

- Definition and historical context of globalization and regionalism
- Evolution of emerging economies
- Characteristics and challenges of emerging economies (e.g., institutional voids)
- Understanding the role of globalization in emerging economies

Required Readings

Cavusgil, S.T., Ghauri, P.N., & Liu, L.A. (2021):

- Chapter 1: Emerging Markets – Setting the Stage
- Chapter 2: What is an Emerging Market

Enderwick, P., & Buckley, P. (2020). Rising regionalization: will the post-COVID-19 world see a retreat from globalization? *Transnational Corporations*, 27(2), 99-112.

Hirakawa, H., & Aung, T.T. (2011). Globalization and the emerging economies: East Asia's structural shift from the NIEs to potentially bigger market economies (PoBMEs). *Evolutionary and Institutional Economics Review*, 8(1), 39-63.

Moahi, K. H. (2007). Globalization, knowledge economy and the implication for Indigenous Knowledge. *International Review of Information Ethics*, 7(09), 55-62.

Roberts, J., Kayande, U., & Srivastava, R.K. (2015). What's different about emerging markets, and what does it mean for theory and practice? *Customer Needs and Solutions*, 2: 245-250.

Video Bundle

Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles.

Session 2: Political, Legal and Socio-Cultural Frameworks in Emerging Markets

Session Coverage/Focus

- Importance of political, legal, and social-cultural frameworks faced by multinational corporations in and from emerging economies in the context of globalization and regionalism.
- Cultural diversity and its accompanying opportunities and challenges of doing business in and with emerging economies.
- Population Ageing
- International business regulatory frameworks
- Protection of intellectual property rights in emerging economies.
- Indigenous sovereignty

Required Readings

Cavusgil, S.T., Ghauri, P.N., & Liu, L.A. (2021):

- Chapter 2: Pathways to Economic Transformation: Common Characteristics of Emerging Markets

Required Readings Cont'd:

2.1 Political Environment & Institutional Change in Emerging Markets

Chung, C.C., & Beamish, P.W. (2005). The impact of institutional reforms on characteristics and survival of foreign subsidiaries in emerging economies. *Journal of Management Studies*, 42(1), 35-62.

Tantawy, A.A., Amankwah-Amoah, J., & Puthusserry, P. (2023). Political ties in emerging markets: a systematic review and research agenda. *International Marketing Review*, Vol. ahead-of-print No. ahead-of-print. <https://doi-org.proxy.library.carleton.ca/10.1108/IMR-09-2022-0197>

2.2 Legal Environment in Emerging Economies

Champ, P., & Attaran, A. (2002). Patent rights and local working under the WTO TRIPS Agreement: An analysis of the U.S.-Brazil patent dispute. *Yale Journal of International Law*, 27(2), 365-393.

Marinova, D., & Raven, R. (2006). Indigenous Knowledge and Intellectual Property: A Sustainability Agenda, *Journal of Economic Surveys*, 20(4): 587-605.

2.3 Social-Cultural Frameworks: Mainstream and Indigenous Perspectives

Chen, J. (2017). Internationalization of Chinese firms: What role does Guanxi Play for overcoming their liability of Outsidership in developed markets? *Thunderbird International Business Review*, 59 (3), 467-483.

Dahles, H. (2007). On (Mis-) conceptions of culture as a vehicle of business success: Singapore Chinese investment strategies after failing in China. *East Asia*, 24, 173-193.

Ocholla, D. (2007). Marginalized Knowledge: An Agenda for Indigenous Knowledge Development and Integration with Other Forms of Knowledge. *International Review of Information Ethics*, 7, 236-245.

Rohlfers, S., & Zhang, Y. (2016). "Culture studies in international business: paradigmatic shifts", *European Business Review*, 28(1): 39 – 62.

Session 3: Library Workshop Session

Library Workshop Session (In-person) with Mr. Matthew Gertler (CU Librarian – Specialist: Business & Government Information)

Part of the session will critically examine approaches to research ethics from an Indigenous perspective.

Individual Essay Topic Selection is due

Required Readings

Henisz, W. J., & Zelner, B. A. (2010). The hidden risks in emerging markets. *Harvard Business Review*, (April), 1-8.

Hosseini, M., Resnik, D.B., & Holmes, K. (2023). The ethics of disclosing the use of artificial intelligence tools in writing scholarly manuscripts. *SAGE OnlineFirst*, June 15th, 2023. <https://doi.org/10.1177/17470161231180449>

Khanna, T., Palepu K.G., & Sinha, J. (2005). Strategies that fit emerging markets. *Harvard Business Review* (June), 63-76.

Tsui, A. S. (2004). Contributing to global management knowledge: A case for high quality Indigenous research. *Asia Pacific Journal of Management*, 21, 491–513.

Video Bundles

McComber, Alex and Amelia McGregor (2021) “Ethics of Research with Indigenous Peoples”, Carleton University Collaborative Indigenous Learning Bundles

Session 4: Economic and Financial Environments in Emerging Economies

Term Project: Phase #1 due

Session Coverage/Focus

4.1 Economic Environment

- Relationship between globalization/regionalism and economic development in emerging economies.
- Role of multinational business corporations in engaging with emerging economies and in driving economic growth.
- Challenges and opportunities for domestic businesses in emerging economies in the context of globalizing world markets.
- Strategies for promoting sustainable economic development in emerging economies.

4.2 Finance: Foreign Direct Investment

- Importance of foreign direct investment (FDI) in emerging economies.
- Motivations and strategies for attracting inward FDI and managing outward investment.
- Impacts of FDI on emerging markets and world economies.
- Government policies and regulations related to FDI in emerging economies.

Required Readings

Banalieva, E.R., & Sarathy, R. (2010). The impact of regional trade agreements on the global orientation of emerging market multinationals. *Management International Review*, 50, 797-826.

Das, D. K. (2010). Contours of deepening financial globalization in the emerging market economies. *Global Journal of Emerging Market Economies*, 2(1), 45-67.

Didier, T., & Schmukler, S.L. (2014). Debt Markets in Emerging Economies: Major Trends. *Comparative Economic Studies*, 56(2), 200-228.

Gelos, R.G., & Roldo's, J. (2004). Consolidation and market structure in emerging market banking systems. *Emerging Markets Review*, 5, 39–59.

Okyere-Kwakye, E., & Md Nor, K. (2021). The intention of banks to adopt green banking in an emerging market: the employees' perspective. *Economic and Political Studies*, 9 (4), 497-504.

Session 5: Technology, Ecological Environment, Ethics and CSR in Emerging Markets

Session Coverage/Focus

5.1 Technological Environment and Innovation in Emerging Economies

- Emerging technologies (e.g., Artificial Intelligence, Virtual/Augment Reality, etc.).
- Technology-driven disruptions and accompanying opportunities/prospects and risks.
- High tech entrepreneurship.
- Research & Development.
- Innovation and entrepreneurship in emerging economies.

5.2 Ecological Environment in Emerging Economies

- Multifaceted impacts of rapid industrialization and urbanization, particularly as they impact the natural environment.
- Implications of climate change.
- Natural environment opportunities for international business.
- Environmental risks and their impact/implications for international business.
- Multi-level regulatory regimes (governmental & non-governmental).
- Green technologies and innovations.
- Indigenous perspectives on the ecological environment.
- Stakeholder engagement.

5.3 Ethics and Corporate Social Responsibility in Emerging economies

- Business ethical challenges and dilemmas in a global business environment.
- Corporate social responsibility in emerging economies.

- Sustainable business practices in a global context.
- Resource Curse
- Indigenous perspectives on business ethics.

Required Readings

5.1 Technological Environment and Innovation in Emerging Economies

Cooke, F. L., & Xiao, M. (2021). Women entrepreneurship in China: where are we now and where are we heading. *Human Resource Development International*, 24(1), 104-121.

Marinova, D., & Raven, M. (2006). Indigenous Knowledge and Intellectual Property: A Sustainability Agenda. *Journal of Economic Surveys*, 20(4), 587-605.

5.2 Ecological Environment in Emerging Economies

Jayanti, R.K., & Gowda, M.V.R. (2014). Sustainability dilemmas in emerging economies. *IIMB Management Review*, 26, 130 -142.

Johnston, A. (2000). Indigenous Peoples and Ecotourism: Bringing Indigenous Knowledge and Rights into the Sustainability Equation. *Tourism Recreation Research*, 25(2), 89-96.

5.3 Ethics and Corporate Social Responsibility in Emerging economies

Doh, J.P., Littell, B., & Quigley, N.R. (2015). CSR and sustainability in emerging markets: Societal, institutional, and organizational influences. *Organizational Dynamics*, 44, 112—120.

Zurba, M. & Bullock, R. (2020). Bioenergy development and the implications for the social wellbeing of Indigenous peoples in Canada. *Ambio*, 49, 299-309.

Session 6: Operational and Strategic Considerations in and for Emerging Markets

Session Coverage/Focus

- Assessing current and emerging trends, prospects, challenges, and future scenarios in emerging economies in the context of globalization.
- Doing business with the Bottom of the Pyramid segment of emerging economy markets.
- Strategies for entering emerging economies and for multinationals from emerging economies.

Required Readings

Cavusgil, S.T., Ghauri, P.N., & Liu, L.A. (2021):

- Chapter 4: What Makes Emerging Markets Attractive?
- Chapter 5: Assessing the Market Potential of Emerging Markets

6.1 Doing Business with the Bottom of the Pyramid

Ahmed, F. E. (2013). The Market at the Bottom of the Pyramid: Understanding the Culture of Poverty. *Perspectives on Global Development and Technology*, 12, 489-513.

Pels, J., & Sheth, J. N. (2017). Business models to serve low-income consumers in emerging markets. *Marketing Theory*, 17(3), 373–391.

Prahalad, C.K. & Hammond, A. (2002). Serving the World's Poor, profitably. *Harvard Business Review*, 80(9), 48-57.

6.2 Strategies for doing business in emerging economies and for multinationals from emerging economies.

Ahlstrom, D., J-L. Arregle, J-L., Hitt, M.A., Qian, G., Ma, X., & Faems, D. (2020). Managing technological, sociopolitical, and institutional change in the new normal, *Journal of Management Studies*, 57(3), 411-437.

Doh, J., Rodrigues, S., Saka-Helmhout, A., & Makhija, M. (2017). International business responses to institutional voids. *Journal of International Business Studies*, 48, 293–307.

Xu, D., & Meyer, K.E. (2013). Linking theory and context: 'Strategy research in emerging economies' after Wright et al. (2005)., *Journal of Management Studies*, 50(7),1322-1346.

Session 7: Global Marketing, Supply Chains and Logistics

- **Term Project: Phase #2 due**

Sessional Coverage/Focus

7.1 Global marketing from emerging market perspectives

- Global B2B and B2C marketing strategies for emerging economies.
- Contextual factors (e.g., cultural influences) on consumer behavior in emerging markets.
- Market entry modes and challenges for multinational companies.
- Market exit modes and challenges for multinational companies.

7.2 Global supply chains and emerging markets

- Overview of global supply chain management.
- Challenges and opportunities in managing global supply chains.
- Impacts and managerial implications of global supply chain disruptions.

7.3 Logistics in emerging markets

- Logistics and transportation considerations in emerging economies.
- Role and significance of logistics in supply chain structures and operations

Required Readings

Cavusgil, S.T., Ghauri, P.N., & Liu, L.A. (2021):

- Chapter 6: Managing Operations in Emerging Markets
- Chapter 7: Negotiations and Conflict Management in Emerging Markets

7.1 Global marketing from emerging market perspectives

Cortez, R. M., & Johnston, W. J. (2018). Needed B2B marketing capabilities: Insights from the USA and emerging Latin America. *International Business Review*, 27, 594–609.

Paul, J. (2020). Marketing in emerging markets: a review, theoretical synthesis and extension. *International Journal of Emerging Markets*, 15(3), 446-468.

Sheth, J. N. (2011). Impact of emerging markets on marketing: Rethinking existing perspectives and practices. *Journal of Marketing*, 75(4), 166-182.

7.2 Global supply chains and emerging markets

Khan, S.A.R., Piprani, A. Z., & Yu, Z. (2023). Supply chain analytics and post pandemic performance: mediating role of triple-A supply chain strategies. *International Journal of Emerging Markets*. 18(6), 1330-1354. DOI 10.1108/IJOEM-11-2021-1744

Sheth, J.N., & Uslay, C. (2023). The geopolitics of supply chains: Assessing the consequences of the Russo-Ukrainian war for B2B relationships. *Journal of Business Research*, 166, 114120 <https://doi.org/10.1016/j.jbusres.2023.114120>

7.3 Logistics in emerging markets

Dadzie, K., Dadzie, C., Johnston, W.J., Winston, E., & Wang, H. (2023). The integration of logistics and marketing practice into baseline supply chain practices in the emerging markets. *Journal of Business & Industrial Marketing*, 38(2), 367-383.

Gligor, D.M., & Holcomb, M.C. (2012). Understanding the role of logistics capabilities in achieving supply chain agility: a systematic literature review. *Supply Chain Management: An International Journal*, 17(4), 438–453. DOI 10.1108/13598541211246594

Session 8: Global Talent Management & Emerging Trends and Implications for Emerging Economies

- Individual Essays are due.

Session Coverage/Focus

8:1 Global Talent Management

- Global Talent Management (GTM) and International Human Resource Management (IHRM) in the context of Emerging Economies
- Functions of Global Talent Management
- Effective employee engagement
- Global Talent Management policies, practices, and contexts

8.2 Emerging Trends in Global Talent Management & Implications for Emerging Economies:

- Role/implications of advances in technology and global talent management functions and strategy.
- Post-pandemic remote work and virtual teams in a global context.
- Labour mobility trends

Required Readings

Ahammad, M. A, Glaister, K.W., Sarala, R.M., & Glaister, A.J. (2018). Strategic talent management in emerging markets. *Thunderbird International Business Review*, 60(1), 5-8.

Böhmer, N., & Schinnenburg, H. (2016). How gender and career concepts impact Global Talent, *Management Employee Relations*, 38(1), 73-93.

Chebbi, H., Yahiaoui, D., Vrontis, D., & Thrassou, A. (2017). The impact of ambidextrous leadership on the internationalization of emerging-market firms: The case of India. *Thunderbird International Business Review*, 59 (3), 421-436.

Cooke, F. L., Saini, D.S., & Wang, J. (2014). Talent management in China and India: A comparison of management perceptions and human resource practices. *Journal of World Business*, 49, 225–235.

Latukha, M. O. (2018). Can talent management practices be considered as a basis for sustainable competitive advantages in emerging-market firms? Evidence from Russia. *Thunderbird International Business Review*, 60(1), 69-87.

Session 9: Leveraging Globalization, Relationship Building and Development & Canada's Engagement with Emerging Economies

Session Coverage/Focus:

- 9.1 Making the most of globalization
- 9.2 Relationship building and development: Fruitful cooperation with and among emerging economies.
- 9.3 Canada's engagement with emerging economies: Competition, Cooperation and Conflict?

Required Readings:

9.1 Making the most of globalization.

Cavusgil, S.T., Ghauri, P.N., & Liu, L.A. (2021):

- Chapter 8: A Bright – If Uneven – Future for Emerging Markets

Hartungi, R. (2006). Could developing countries take the benefit of globalisation? *International Journal of Social Economics*, 33(11), 728-743.

He, C., Wei, Y.D., & Xie, X. (2008). Globalization, institutional change, and industrial location: Economic transition and industrial concentration in China., *Regional Studies* 42(7), 923–945.

9.2 Relationship building and development: Fruitful cooperation with and among emerging economies.

Ang, S. H. & Michailova, S. (2008). Institutional explanations of cross-border alliance modes: The case of emerging economies' firms. *Management International Review*, 48(5), 551-576.

Muhr, T. (2016). Beyond 'BRICS': ten theses on South–South cooperation in the twenty-first century. *Third World Quarterly*, 37 (4), 630-648.

9.3: Canada's engagement with emerging economies: Competition, Cooperation and Conflict?

Berkes, F., & Adhikari, T. (2006). Development and conservation: indigenous businesses and the UNDP Equator Initiative. *Int. J. Entrepreneurship and Small Business*, 3(6), 671–690.

Greenspon, E., & Lynch, K. (2018) Diversification Not Dependence a Made-In-Canada China Strategy, PPF Consultative Forum on China, Ottawa, Public Policy Forum. Available at: <https://ppforum.ca/publications/diversification-not-dependence-a-made-in-canada-china-strategy/>

Session 10: Group Presentations

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.

Session 11: Group Presentations

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.

Session 12: Group Presentations & Course Wrap Up

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.
- **Course wrap**

END OF SEMESTER

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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